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ABSTRACT

Designed to raise junior high school students' awareness of sex role stereotypes and how these stereotypes limit the aspirations and achievements of both women and men in our society, this packet contains three sections of material. In section 1, an outline of issues to be considered precedes a list of 8 activities and materials for a "noteworthy women" contest. Section 2 consists of an extensive resource list. Handouts contained in section 3 examine student self-concepts, stereotypes, stories, opinion polls, and statistics. (LP)

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ACTIVITIES IN AWARENESS

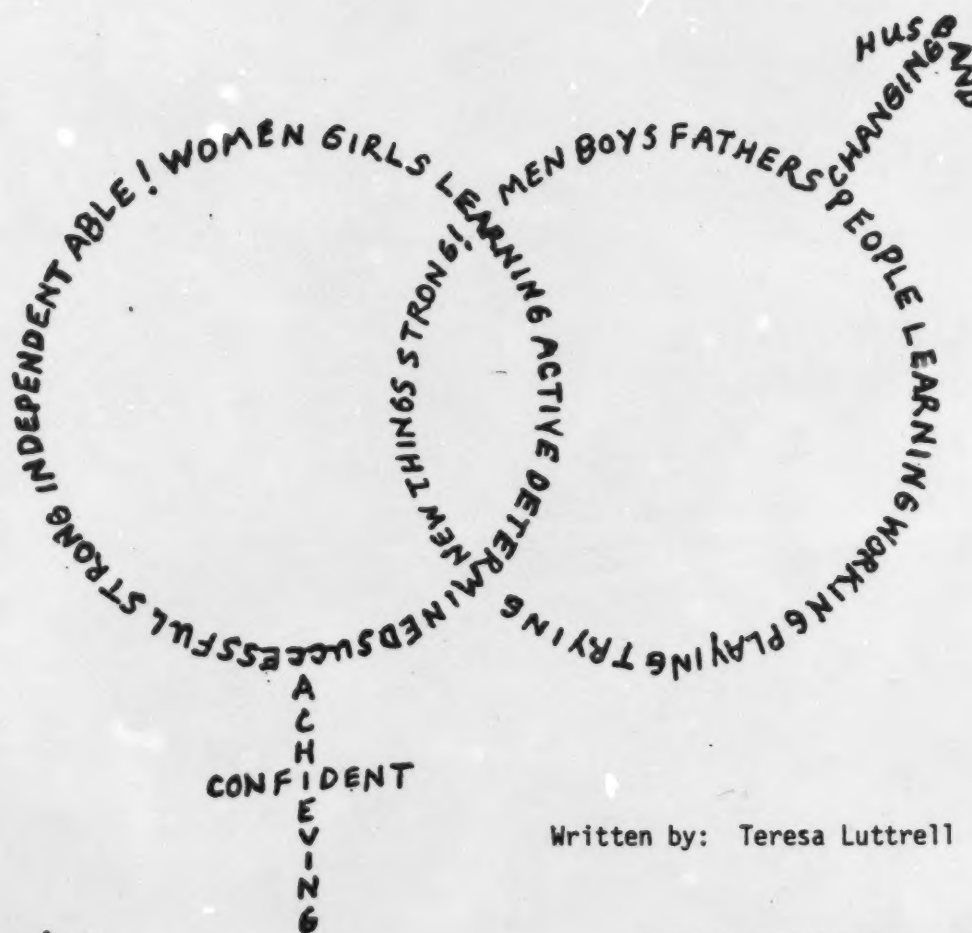
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READING DEMONSTRATION PROJECT
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INTRODUCTION

This unit is designed to make students aware of sex role stereotypes and how those stereotypes limit aspirations and achievements of women and men in our society. Although some people still believe "a woman's place is in the home", the economic realities of today's world necessitate that women work outside the home contributing to the family's support and income. Fifty percent of mothers worked outside the home in 1980¹, and one third of all working women are sole supporters of their families.² Sex discrimination, a bigger handicap than race discrimination, combined with limited aspirations of women has kept women in low paying, low status jobs. Thus, the average woman worker earns only 59¢ for every dollar earned by a man.³

Women and men, girls and boys, must not only be made aware of sex role stereotypes, but be freed from them so that each individual may achieve to the best of his/her potential, unhampered by antiquated notions of what is masculine, feminine, and "proper" for a particular sex.

The activities in this unit are directed toward accomplishing awareness necessary to afford equal opportunity to both sexes; opportunity for students to be themselves.

It is recommended that a lengthy introduction to students be avoided. The first few exercises are best done spontaneously. It is further recommended that the activities be done in the order presented as they build on one another.

Various language and reasoning skills may be developed through the use of this unit. Most activities are designed to promote discussion or formal debate. Persuasive and/or expository writing skills may be enhanced by assignments prior to or following discussion. Inference skills may be developed by asking students to discuss and/or write about the reasons for and consequences of particular statistics (see p.28-31). The writing assignment on p. 23 requires that students think and write about their possible futures; discussion and critical analysis of stereotypes may follow completion of the written assignment.

¹U.S. Department of Labor

²"Test Your Knowledge About Women Workers," *Working Women*, National Association of Office Workers, Cleveland, Ohio, October 1980, p. 1.

³U.S. Department of Labor, 1979

WHAT ARE STEREOTYPES?

The dictionary tells us that a stereotype is a conventional, usually oversimplified opinion or belief about a group of people or an event. Stereotypes are generalizations. Sometimes they can be useful. We hope firefighters live up to their stereotype of always being prepared when we need their services.

Stereotypes create expectations for other people's behavior. When these expectations are largely negative, they become harmful, fostering discrimination and prejudice. When examined, stereotypes may be found to be untruthful and unrealistic. Because they can be dangerous and hamper communication and relations between people, stereotypes must be understood and re-evaluated from time to time.

ISSUES FOR CONSIDERATION

EMPLOYMENT

1. Equal pay for equal work?
2. Can women handle non-traditional jobs?
3. Status of women in the work force (percent, salaries, types of jobs held, etc.).
4. Do women need to work?
5. Sex discrimination/equal opportunity

DOMESTIC

1. Equal division of work?
2. Male participation in child care/rearing?
3. Woman's place "the home"?
4. What's a wife worth? (duties of a homemaker)

EDUCATION

1. Equal opportunity in taking classes? (shop or home-ec.)
2. Equal opportunity in sports? (Title IX implications)
3. Require information regarding women in history as part of curriculum?

STEREOTYPES

1. Women and employment
2. Women, children, home
3. Women as sex objects
4. Personality attributes of women (passive, emotional, etc.)
5. Men and women; equal intelligence?
6. Where do stereotypes come from?

LANGUAGE

1. Harm of exclusive language (constant use of "he", generic use of "man")
2. Inclusive language (useful?...how widespread?...necessary?)
3. How to incorporate non-sexist (inclusive) language in writing.

ISSUES FOR CONSIDERATION (continued)

ETIQUETTE

1. "Manners" determined by practicality and need, or tradition?
2. Titles for women (Miss, Mrs., Ms.)
3. After the wedding, whose name to lose, keep, hyphenate?

THE EQUAL RIGHTS AMENDMENT

1. What is it?
2. Pros and cons

OTHER ACTIVITIES

1. "Drawing Out Stereotypes", Sheryl Lee Hinman, Lombard Junior High School, Galesburg, Illinois.
To help students understand stereotyping, have them draw the following and discuss similarities; a teacher, a tourist, a dropout, and a mother. Introduce the term stereotype and discuss.
2. Students list 20 or so descriptive or related words for men and women and use these words in creating concrete poems in the shapes of women's and men's symbols.
3. Read "Baby X" by Lois Gould (Ms. Dec. 1972) and discuss problems encountered by family, X, and friends.
4. Have students examine textbooks and/or children's books for sexism and stereotypes. Students could then write a nonstereotyped children's story, or passages suitable for adding to a story or revising a text.
5. Students may write a paragraph or paper explaining the advantages/disadvantages of being their sex.
6. Do role playing exercises where students play the opposite sex-- e.g. a girl/boy coming home late from a date to be confronted by unhappy parents. Students could then write about how they felt participating in or watching the exercise, and/or if they would have responded differently being their own sex.
7. Organize a "Notable Woman Contest". Post photos of notable women (Life Magazine is an excellent source), number them, and have students determine who they are. (See following pages for example.)
8. As a final activity, review sex role stereotypes and their advantages/disadvantages. Be sure to discuss/review problems of stereotyping for men. (See "Ties that Bind: Price of Pursuing the Male Mystique" from PEER.) Have students write a paragraph or essay discussing stereotypes and their opinions of them.

NOTABLE WOMEN CONTEST! *
IDENTIFY & DESCRIBE & WIN!

HOW TO ENTER...(Follow Directions)

1. Put your full name, grade, and the date you complete your entry in the top right hand corner of some binder paper. You must write in blue or black ink!
2. Write "Notable Women Contest" for your title.
3. Number 1 through 11, corresponding with the number of pictures displayed on the poster, (skip at least 5 lines between each number) and write the full names (spelled correctly) of each woman pictured. Then, in 1 to 3 complete, correctly punctuated, and well-written sentences, tell why that woman is notable. (A list of possibilities is posted.) Proofread your paper!
4. Place your completed entry in the box marked "Notable Women Contest" in the library.

Entries will be judged on correct identification and description as well as punctuation, spelling and general writing skills. You may enter only 1 time.

CONTEST BEGINS MONDAY DECEMBER 7 AND ENDS WEDNESDAY DECEMBER 16.

WINNERS WILL BE ANNOUNCED FRIDAY DECEMBER 18.

PRIZES: 1st place.....strobe light

2nd place.....skating pass to Roller Towne

3rd place.....choice of 2 Garfield folders

**Adapted from A Curriculum Guide to Women's Studies - Eileen Abrams*

NOTABLE WOMEN CONTEST

Possible answers:

1. Babe Didrikson Zaharias
2. Pearl Buck
3. Nelly Bly
4. Mary McLeod Bethune
5. Margaret Mead
6. Maria Mitchell
7. Helen Keller
8. Elizabeth Blackwell
9. Jeanette Rankin
10. Sojourner Truth
11. Anne Sullivan
12. Clara Barton
13. Marie Curie
14. Billie Jean King
15. Amelia Earhart
16. Harriet Tubman
17. Juliet Low
18. Harriet Beecher Stowe
19. Susan B. Anthony
20. Wilma Rudolph

NOTABLE WOMEN CONTEST

ANSWERS:

1. Jeanette Rankin -- first woman member of the House of Representatives elected in 1916. She also worked for Women's Suffrage (right to vote).
2. Juliette Gordon Low -- founded the Girl Scouts of America.
3. Mary McLeod Bethune -- an American educator who devoted her life to improving educational opportunities for Blacks. She also served as an advisor to President F.D. Roosevelt on minority affairs.
4. Amelia Earhart -- first woman to fly across the Atlantic (1932) and Pacific (1935) alone. First woman to receive Distinguished Flying Cross.
5. Billie Jean King -- U.S. tennis player. Won women's singles title in 3 tournaments in 1972. First woman to earn \$100,000 a year for tennis.
6. Harriet Tubman -- ex-slave who helped over 300 slaves escape through The Underground Railroad during the Civil War. She also served as a Union nurse, soldier, spy, and scout during the war.
7. Marie Curie -- prominent scientist, discovered radium. Winner of 2 Nobel Prizes (physics and chemistry). Helped to found Curie Institute for study of radioactivity.
8. Susan B. Anthony -- organized Women's Rights Convention, was arrested and tried for voting in 1872. Foremost in working for Women's Suffrage (right to vote).
9. Helen Keller -- although deaf and blind she lectured and worked with handicapped people and had several books published. Received Presidential Medal of Freedom in 1964.
10. Anne Sullivan -- taught Helen Keller to speak enabling Helen to communicate with others. Traveled and lectured with Ms. Keller as a friend and teacher.
11. Pearl Buck -- an American writer. First woman writer to win Nobel Prize for literature. Her books have been translated into 60 languages. Wrote mostly about China.

ANSWER KEY

- I. A STORY TO SHARE (p. 23) - The surgeon is the boy's mother! Discuss why the students didn't come to that conclusion.

*II. WORKING WOMEN (p. 26)

1. economic need, desire for career, change in sex roles
2. 50%
3. 58%
4. Women are concentrated in traditional "female" jobs. These jobs don't pay as well as "male" jobs, nor do they offer advancement or professional status (in most cases).

*III. MEN, WOMEN, WORK, AND FAMILIES (p. 27)

- | | |
|------|-------|
| 1. F | 6. T |
| 2. T | 7. T |
| 3. F | 8. T |
| 4. T | 9. T |
| 5. T | 10. T |

IV. INCLUSIVE LANGUAGE (p. 38)

Possible answer:

1. police officer
2. chairperson, chair
3. mail carrier, mailperson
4. humanity, humankind
5. handmade, hand-built, synthetic, manufactured, machine-made
6. spokesperson, representative
7. middleperson, go-between
8. food server
9. salesperson
10. boxperson, sacker
11. congressperson, representative
12. operate, run, staff
13. work hours
14. craftworker, craftperson, artisan
15. businessperson
16. layperson, average person, uniformed person
17. personhood, adulthood
18. two-person tent
19. flight attendant
20. superstitions
21. personnel, staff, work force, available workers, human resources
22. supervisor, foreperson
23. repairer, repairperson
24. camera operator, cameraperson
25. weather caster, weatherperson, weather reporter

EVALUATION

Methods of evaluation may vary. It is suggested that the unit be evaluated by having students turn in a notebook of all assignments upon completion of the entire unit. Keep a record of assignments and determine a point value for each. The notebook should include a table of contents to facilitate grading and let students know which assignments they're missing. Extra credit assignments may be suggested in lieu of make up work or simply for extra points. Covers for the notebook may be designed.

RESOURCE MATERIALS

PRINTED MATERIALS

1. The Feminist Press
Box 334
Old Westbury, NY 11568

-An EXCELLENT source of materials for all ages. Fiction, non-fiction, and curriculum materials available. Teachers get a 20% discount on exam copies.

2. A Curriculum Guide to Women's Studies for the Middle School Grades 5-9
Eileen Abrams
The Feminist Press

-A great source consisting of 20 activities (purpose, procedure, notes, and supplements included for each) divided into four units: "All About Stereotyping", "Women in the Past", "Women in Today's World", and "Taking Charge of Our Lives". Also includes a valuable resource list. \$4.95.

3. "Non-Sexist Curricular Materials for Elementary Schools"
Laurie Olsen
The Feminist Press

-A good collection of activities including biographies on Susan B. Anthony, Harriet Tubman, and Mary McLeod Bethune. \$5.00.

4. Feminist Resources for Schools and Colleges
Merle Froschl and Jane Williamson
The Feminist Press

-A thorough bibliography of non-sexist curricular materials. Doesn't give addresses. About \$2.00.

5. Stevens and Shea Publishers
Relevant Instructional Materials
325 E. Wyandotte St.
Stockton, CA 95204

-RIM offers plays on various subjects separately or in sets... The "Herstory" set (Susan B. Anthony, Harriet Tubman, Mother Jones et al.) is especially worthwhile. About \$15.00.

6. PEER - Project on Equal Education Rights
1112 13th St. N.W.
Washington, DC 20005

-Great source of information on sexism and Title IX. Especially good article "Ties that Bind-The Price of Pursuing the Male Mystique" discusses negative aspects of sex-role stereotyping for men. Reprints available, \$1.50 single copy.

PRINTED MATERIALS (continued)

7. KNOW, Inc.
P.O. Box 86031
Pittsburgh, PA 15221

-KNOW, a nonprofit educational and scientific organization, offers a variety of inexpensive reprints on sex roles, sexism in education, etc., as well as their own articles. Average price is 50¢ per copy.

8. TABS: Aids for Ending Sexism in Schools
744 Carroll St.
Brooklyn, NY 11215

-TABS is a magazine issued four times a year with posters, biographical information on specific women, ideas for classrooms, and lesson plans related to women's studies. \$10.00 a year prepaid.

9. Mid-Atlantic Center for Sex Equity
The American University
Foxhall Square Bldg., Suite 252
3301 New Mexico Ave., N.W.
Washington, DC 20016

-Consciousness raising posters- 101 Ways to Line Up (Other Than By Sex), annotated list of films about sex equity \$2.00, The Report Card- a pamphlet illustrating damaging impact of sex bias on girls and boys, sample copy free, materials on Title IX, etc.

10. Handbook of Nonsexist Writing
Casey Miller and Kate Swift
Barnes and Noble Books
Harper and Row Publishers
10 East 53rd St.
New York, NY 10022

-Great book for information on sexism in language and suggestions for changes. \$3.95.

11. National Council of Teachers of English
1111 Kenyon Rd.
Urbana, IL 60801

-Offers guidelines on women's studies and combatting sexism in language (free). Also available, a great book Responses to Sexism: Classroom Practices in Teaching English 1976-77.

PRINTED MATERIALS (continued)

12. National Women's History Week Project
P.O. Box 3716
Santa Rosa, CA 95402

-Offers a variety of materials for classroom use: a curriculum guide \$6.50, posters, buttons, etc.

13. Teaching for Liberation
Iris M. Tiedt
Contemporary Press
Box 1524
San Jose, CA 95109

-This booklet contains information and suggested activities on a variety of topics: sexism, working women, celebrating women, and tips for teachers. Also gives a list of free materials, sources (books and articles), and films. \$1.50.

14. New American Library
Education Dept.
120 Woodbine St.
Bergenfield, NY 07621

-A list of paperbacks on women's studies topics is available.

15. Roles and Relationships: A Practical Guide to Teaching About Masculinity and Femininity
Gene and Barbara Stanford
Bantam Books
666 Fifth Ave.
New York, NY 10019

-A good book (especially for high school) with practical suggestions for dealing with topics like "Sex and Identity", "Myths and Social Pressures", "Sex Roles", "Relationships" et al. \$1.75.

16. SMERC: San Mateo Educational Resources Center
333 Main St.
Redwood City, CA 94063

-Microfiche cards available on taking sex bias out of the classroom.

17. As Boys Become Men: Learning New Male Roles, Doug Thompson
Institute for Equality in Education
University of Colorado at Denver
1050 Ninth St.
Denver, CO 80202

-72 pages of curriculum materials exploring effects of male stereotype - 26 lessons within 8 units. Varied exercises for junior and senior high. \$2.50 prepaid.

13.

PERIODICALS

1. Life Magazine Special Report
Remarkable Women 1776-1976
Time and Life Bldg.
541 N. Fairbanks Court
Chicago, IL 60611

-An excellent, invaluable source of photographs and short biographical notes about various noteworthy American Women.

2. Ms. Magazine
123 Garden St.
Marion, OH 43302

-The most well known feminist magazine today. Information on a variety of topics of concern to women.

3. Ms. Magazine December 1972 reprint - "Baby X", Lois Gould.

-An excellent story examining the possibility of a nonstereotyped upbringing.

4. Women's Sports
P.O. Box 50483
Palo Alto, CA 94303

-An excellent magazine for information on women, sports, and health.

5. "Growing up in America - Equal Opportunities for Girls and Boys?"
Junior Scholastic Nov. 13, 1981 Vol. 34, No. 6
902 Sylvan Ave.
Englewood Cliffs, NJ 07632

-An up-to-date article that deals with various aspects of sex role stereotyping.

NON-PRINT MATERIALS

1. "Women in American History" filmstrip w/cassette
Educational Activities, Inc.
Freeport, NY 11520

-Six parts, study questions, activities, guide, \$89.00.

2. "But the Women Rose"
Folkways Records
701 Seventh Ave.
New York, NY 10036

-Records of speeches and writings on women's rights, \$8.98 each.

NON-PRINT MATERIALS (continued)

3. "Women!"

Prentice Hall Media
150 White Plains Road
Tarrytown, NY 10591

-Ten color filmstrips, guide, \$33.00 each.

4. Great Women, A Biographical Card Game

Great Women Card Company
310 East 46th St. Box 1
New York, NY 10017

-Three sets (Foremothers, Founders and Firsts, and Poets and Writers) of informative cards for a rummy type card game for grades 3 and up, \$6.00 per set.

5. Supersisters Trading Cards

Supersisters
230 Park Ave. Dept. Y
New York, NY 10017

-A feminist answer to baseball cards. Great to use for handwriting practice or as an information source on contemporary women.

6. "Films for Changing Sex Role Concepts: A Directory of Films for Young People"

Positive Images
1305 Oxford
Berkeley, CA 94709

-Lists more than 200 films for all ages, \$3.00.

7. "American Parade-We the Women"

-About a 30 minute film made in 1976 and narrated by Mary Tyler Moore giving a history of the women's suffrage and rights movement in the U.S. Very well done. May be available from your district, county, or city library, or resource center.

FOR THE STUDENT



BEING A GIRL OR BOY*

1. What do you like/dislike about being a girl/boy? Name at least three (3) things for each.
2. What would be different about your life if you were the other sex? How would it affect your interests or behavior?
3. What would you like to do someday for a job? Would it be different if you were the other sex? How? Explain.
4. What is a "tomboy"?
5. What is a "sissy"?
6. Are both equally negative or is one worse than the other? Explain.
7. Are there "boys" and "girls" toys? Give examples for each.
- **8. List five (5) things you would not do because of your sex. For example- climb a tree or cook.

Because I am a girl/boy I would not:

- 1.
- 2.
- 3.
- 4.
- 5.

*Adapted from A Curriculum Guide to Women's Studies - Eileen Abrams

**Adapted from Nonsexist Curricular Materials - Laurie Olsen

A GIRL SHOULD NOT, A BOY SHOULD NOT...

Write whether or not you agree or disagree with each of the following.
Add 2 or more of your own ideas to the list.

I. A boy/man should not:

1. be a hairdresser
2. be sensitive and kind
3. cry and show emotions
4. do housework
5. be a telephone operator
6. hug other men/boys
7. be a clerk and receptionist
8. use bad language
9. teach nursery school
10. be a secretary
- 11.
- 12.

II. A girl/woman should not:

1. be a truck driver
2. be athletic
3. use bad language
4. cry or show emotion
5. ask men for dates
6. climb trees, play army
7. be a doctor
8. be a firefighter
9. hold a political office
10. hug other women/girls
- 11.
- 12.

STEREOTYPES: RACISM/SEXISM

1. What is racism? How does it harm people?
2. What is prejudice? Give an example.
3. What is discrimination? Give an example.
4. What are some things people are prejudiced about? For example, a person's race/color. Name 3 other things.
5. Using what you know about racism, what do you think sexism is?
6. How does it harm people? Give examples for both men and women.
7. Complete these statements as many ways as you can think of:

Men are.....
Women are
8. What are stereotypes? Where do they come from?

CASTING PARTS

Pretend that you are casting parts for a play. Quickly assign first names for the characters playing each of the following parts:

PART:

NAME:

1. chemist
2. nurse
3. police officer
4. hairdresser
5. convict
6. drug addict
7. athlete
8. mail carrier
9. food server
10. doctor

WHICH SEX?

Circle male or female (M or F) to show which sex has traditionally done that job in the past. Put a box around "either" if either sex could do the job.

1. children's doctor (pediatrician)	M	F	EITHER
2. pilot	M	F	EITHER
3. secretary	M	F	EITHER
4. president of a country	M	F	EITHER
5. judge	M	F	EITHER
6. teacher	M	F	EITHER
7. brain surgeon	M	F	EITHER
8. writer	M	F	EITHER
9. construction worker	M	F	EITHER
10. lawyer	M	F	EITHER
11. janitor	M	F	EITHER
12. newscaster	M	F	EITHER
13. musician	M	F	EITHER
14. truck driver	M	F	EITHER
15. x-ray technician	M	F	EITHER
16. fire fighter	M	F	EITHER
17. clothes designer	M	F	EITHER
18. architect	M	F	EITHER
19. salesperson	M	F	EITHER
20. scientist	M	F	EITHER

PICK THE RIGHT ANSWER

1. After the marriage ceremony, many friends of the couple asked if the new (bride/groom) would continue working or quit work to take care of the house.
2. After the first baby was born, friends asked if (Gary/Vicki) would quit work to stay home and care for the baby.
3. At the club meeting everyone worked. (John/Martha) made coffee before (John/Martha) began the meeting.
4. When applying for a job, (John/Martha) was asked about wedding plans, starting a family, and if there were any kids at home.
5. Jane and Jim are brother and sister. Their parents hope that they will go into medical careers. They want Jane to be a _____ and Jim to be a _____.
6. After they got out of college, (Juan/Sylvia) found a job as an executive in a large company while (Juan/Sylvia) got a job as a kindergarten teacher.
7. Although Brian and Gina both work full-time, when they get home _____ relaxes and watches T.V. while _____ fixes dinner and straightens up the house. When their baby cries at night, _____ gets up to help the child.
8. Tina and Robby are both thirteen. In the summer _____ earns money babysitting, while _____ earns money mowing lawns.
9. Steve and Maria went for career counseling. The counselor told _____ to take lots of math and science in high school to prepare for a job in a technical field. The counselor told _____ to take several business classes to prepare for a business career.
10. Tommy and Cindy, both age 7, were roller skating. _____ fell down and began to cry. Mother scolded (him/her) for crying.

A STORY TO SHARE*

One winter evening a man was driving with his son along a dangerous mountain road. Suddenly hitting an icy stretch of the highway, the driver lost control and went over the side of the road. The man was killed immediately, and the boy was seriously hurt.

When the injured boy was brought to the Emergency Room of the local hospital, he was prepared for surgery. The surgeon entered the operating room and looked at the patient. Dismayed, the doctor cried, "I can't operate on this boy. He is my son!"

How do you explain this event?

WRITING ASSIGNMENT

Write a one page paper describing a typical day when you are 25 years old. What job will you have? Will you be married? Have a family? Tell what your day is like and what you do.

MEN, WOMEN, AND WORK: YOUR OPINION

AGREE OR DISAGREE?

1. A person should be able to get any job for which he/she is qualified.
2. Women naturally make better secretaries.
3. A good doctor might be male or female.
4. Women can't do some "men's" jobs because they are not strong enough.
5. It's o.k. for a woman to be boss in a business.
6. The world would be better if women stuck to "women's" jobs like teacher, secretary, nurse, etc.
7. It's better to hire a man instead of a woman because men are supporting families.
8. Women shouldn't get a job like firefighter or detective because it's too dangerous.
9. Women shouldn't be in politics, they're too emotional.
10. Men shouldn't be "househusbands".

HOME SURVEY

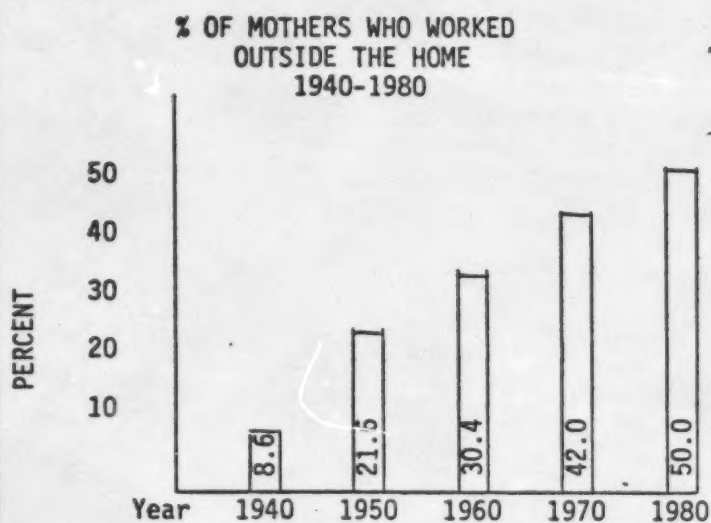
1. Who does most of the cooking, and cleaning in your house?
mom dad both mom and dad children others _____
2. What is your father's occupation? What is your mothers occupation?
3. List 6 to 10 jobs done around the house and in taking care of the children.
4. If you have brothers and sisters at home, are there boys' and girls' jobs around the house, or are jobs assigned another way?
5. How much time do you think would be spent each week cooking, cleaning, and caring for children?

* What's a wife worth?*

Job	Hours per week	Rate per hour	Value per week
Nursemaid	44.5	\$2.00	\$ 89.00
Housekeeper	17.5	3.25	56.88
Cook	13.1	3.25	42.58
Dishwasher	6.2	2.00	12.40
Laundress	5.9	2.50	14.75
Food buyer	3.3	2.50	11.55
Gardener	2.3	3.00	6.90
Chauffeur	2.0	3.25	6.50
Maintenance man	1.7	3.00	5.10
Seamstress	1.3	3.25	4.22
Dietician	1.2	4.50	5.40
Practical nurse	.6	3.75	2.25
Total	99.6		\$257.53

WORKING WOMEN

JOBS IN WHICH MOST WORKERS WERE FEMALE 1980	
Occupation:	% female workers:
Secretaries	99.1
Dental Assistants	98.6
Pre-Kindergarten Teachers	98.4
Private Household Workers	97.5
Practical Nurses	97.3
Dressmakers	97.2
Typists	96.9
Telephone Operators	96.9
Registered Nurses	96.5
Receptionists	96.3
Child Care Workers	96.1
Bank Tellers	92.7



Source: U.S. Women at Work, Population Bulletin, May, 1981

Source: U.S. Dept. of Labor

1. Give 2 or 3 reasons why the percent of mothers who worked outside the home changed so much from 1940-1980.
2. What percent of women worked outside the home in 1980?
3. What percent did not work outside the home in 1970?
4. Women workers, on the average, earn only 59¢ for every dollar earned by men. In 1979, the average wage for full-time female workers was \$10,178. The same figure for male workers was \$17,062. Looking at the jobs chart, what do you think explains the difference in between these figures?

MEN, WOMEN, WORK, AND FAMILIES

Vocabulary

1. minority
2. sole
3. supporter
4. sex and race discrimination
5. handicap
6. employed
7. categories
8. clerical
9. college degree
10. poverty

True or False?

1. ☐ Most women work to earn extra spending money.
2. ☐ Two out of five minority women are sole supporters of their families.
3. ☐ Most American families consist of a husband who works, a wife who stays home, and two kids.
4. ☐ For every dollar earned by a man, a woman earns 59¢.
5. ☐ Most women over 16 work outside the home, usually full-time.
6. ☐ On the job market, sex discrimination is a bigger handicap than race discrimination.
7. ☐ Over $\frac{1}{2}$ of all women workers are employed in just 17 job categories such as sales, clerical, teaching, etc.
8. ☐ On the average, a woman with a college degree earns less than a man with an eighth grade education.
9. ☐ Most black families with women as sole wage earner live in poverty.
10. ☐ One third of all widows live in poverty.

(Answers to these questions can be found on the following 5 pages.)

WOMEN AT WORK *

Who Works?

1. Women are now 44% of the paid work force
2. 51% of all women over 16 work outside their homes. By 1990, 57% of all women over 16 will be working for wages outside their homes.
3. Nearly two thirds of the women who work are single, widowed, divorced, separated, or married to husbands earning less than \$10,000 a year.
4. One third of all working women are the sole supporters of families.
5. 75% of all women over 16 in the labor force usually work full time. 63% of all working wives with children under 3 years old work full time.

The Wage Gap

1. For every dollar earned by a man, a woman earns on the average \$.59.
2. In 1978, a woman with a college degree earned less than a man with an 8th grade education.
3. In the marketplace, sex discrimination is a greater handicap than race discrimination. In 1977, the median income of

White males was \$15,230
 Minority males \$11,053

White females \$8,787
 Minority females \$8,383

4. Twenty-five percent of all employed women are in only five occupations -- elementary school teachers, typists, waitresses, sales clerks and secretaries.
5. In 1977, 73% of all women workers were employed as clerical and sales personnel, operators in factories or as service workers.
6. The jobs traditionally assumed by women are low paying:

People Who Are	With a 1978 Median Income Of	Are This % Of All Male Workers	Are This % Of All Female Workers
Managers	\$18,914	14	6
Craftworkers	14,337	20	less than 2
Clerical	8,440	6	35
Service	6,213	9	18

7. Even within these categories, discrimination is severe. For every dollar earned by women who do clerical work, men doing clerical work earn \$1.59.

*From PEER - Project on Equal Education Rights

FAMILIES IN TRANSITION *

"There is no single job in America more economically perilous today than that of full-time motherhood." -- Ellen Goodman

Women in Marriage

1. In 1978, only 7% of all American families consisted of a married couple with the husband the sole wage earner and the wife a full-time homemaker looking after two children.
2. 57% of married women with school-age children were in the paid labor force.
3. 44% of married women with children under 6 were in the paid labor force.
4. Among minority families, 2/3 of all black children under 18 have mothers who work outside the home for pay.
5. In 1978, the average employed wife contributed 38% of her family's income if she worked full-time, 25% of her family's income if she worked part-time.
6. In 1979, more than 1 out of every 3 marriages ended in divorce.

Women and Children and Poverty

1. One out of every 5 families with children under 18 is headed by a single parent. 91% of all single-parent families with children are headed by women. The number of single-parent families rose 78% in the years from 1970 to 1978. In 1979, there were 8 million such families.
2. Three-quarters of all families headed by women receive no child support. More than 60% of those that do receive less than \$1500 a year.
3. Among minority families, 1 out of every 4 Hispanic households and 1 out of every 2 black households is headed by a woman.
4. Two out of every 5 minority women are the sole supporters of their families.
5. Husbands, as sole family wage earners averaged \$16,744 in 1980. Wives, as sole family wage earners, averaged \$7,852.
6. Two million children live in families headed by women who work fulltime and earn a wage below the poverty level.
7. In 1978, the poverty line was defined as \$6,662 for a non-farm family of four. Black women who were sole family wage earners in that year averaged \$5,888. 58% of black families with women as the sole wage earner were living in poverty.

8. 75% of the people who live below the poverty line and 90% of the people on welfare are women and children.

Women Alone

1. One out of every 10 women is widowed by age 50. Three out of every 10 are divorced. Out of all divorced women, with and without children, only 4% receive alimony. There are 4 to 6 million displaced homemakers in America without marketable skills.
2. 50% of married women are widowed by the time they are 65. One-third of all widows live below the poverty line. In 1979, the average income of women over 65 was \$59 a week, roughly \$3,000 a year.
3. The average single woman, having worked in the paid labor force for 45 years, retires with less than \$1,000 in the bank.

EDUCATION IN A TIME OF TRANSITION *

Men and women in this country have the same average number of years of schooling -- 12.5 -- but the high school diploma has very different meaning depending on the sex of the graduate.

Women in High School

1. 35% of the young women enrolled in "vocational education" courses are taking classes like consumer home economics, which do not prepare students for paid employment.
2. Over half of all the young women enrolled in voc. ed. courses which do prepare students for the job market are in one program area -- office occupations, with a 1979 median income of \$9,158.
3. In 7 out of 8 vocational education programs nationwide, enrollment is more than 75% of one sex. Girls predominate in consumer and homemaking courses, occupational home economics, health and office occupations. Boys predominate in agriculture, technical, trade and industrial programs.
4. The choices made in high school have a long-range impact on career options and earning power. Over half of all women workers are employed in just 17 job categories, compared to 63 occupations for the same percentage of men. Of those 17 occupations, only two, teaching and nursing, require any advanced training.

Women in College

1. For college bound students the cleavage in coursework is also restricting and crucial. In 1977, 65% of college bound boys, but only 45% of college bound girls had completed the high school requirement to enroll in college calculus, the gateway to a large number of careers in science and technology.
2. Among college bound graduates, 30% of boys but only 16% of girls had completed 3 years of study in the physical sciences by the time they graduated from high school.
3. In 1977, 27% of all women college students were majoring in education. The average annual salary of an elementary school teacher in that year was \$11,870, or \$3,360 below the median income for males.

Women as Educators

1. Employment patterns throughout the educational hierarchy mirror the sex discrimination in society at large. Although women

*From PEER - Project on Equal Education Rights

constitute 85% of all elementary school teachers, they are only 11% of all elementary school principals. There are few role models of women in positions of authority for girls to observe.

2. Women occupy only 13% of all jobs in public school administration -- as superintendents, assistant superintendents, principals or assistant principals.
3. Less than 1% of school district superintendents are women.

FOOTNOTES *

FAMILIES IN TRANSITION

SCYF = The Status of Children, Youth and Families. The U.S. Department of Health and Human Services, August 1980.

DCCCS = Divorce, Child Custody and Child Support. U.S. Department of Commerce, Bureau of the Census. June 1979.

FF = Facing the Future. Council of Chief State School Officers Resource Center on Sex Equity and National Association of State Boards of Education, Washington, D.C. 1980.

Women in Marriage

1. Women in the Labor Force: Some New Data Series. Department of Labor, Bureau of Labor Statistics. 1979, p. 6.
2. FF, p. 11 ftnt 26, Beverly Johnson, Marital & Family Characteristics of Workers.
3. Ibid. p. 2.
4. FF, p. 11 ftnt 29. Elizabeth Waldman, et al. "Working Mothers in the 70's: A Look at the Statistics" in Young Workers and Families: A Special Section, Department of Labor, Bureau of Labor Statistics, 1979.
5. FF, Beverly Johnson, above, note 2.
6. SCYF, p. 53.

Women and Children and Poverty

1. a. "Families Maintained by Female-Householders, 1970-79", Steven W. Rawling, Bureau of the Census, U.S. Department of Commerce. October, 1980, p. 7.
b. Ibid. p. 21. c. DCCS, p. 1 d. "Families Maintained by Female-Householders, 1970-79", p. 7.
2. DCCS p. 3.
3. a. FF, Census Bureau cite p. 11 #32, Wash. Post, 17 Aug., 1980.
b. Ibid. Cite 31.
4. Women at Work: Barriers to Economic Equality. Women Employed Institute, Chicago, Ill. 1980, p. 3.
5. Marcia Rochwood & Mary Thom, ed. Ms. Magazine Gazette. Oct. 1980, p. 23.
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8. Nancy Cornblath-Moshe. "Sex and Poverty: An Intimate Relationship." National Council on Women, Work and Welfare, Washington, D.C. Nov. 1977, p. 3.

Women Alone

1. a. & b. Sara Davidson, "The Myth of 'Happily & Ever After,'" Woman's Day Magazine, May, 1974. c. DCCS p. 5. d. Ellen Goodman, Spokeswoman, Vol XI, #4, April 1981, p. 16.
2. a. & b. Ellen Goodman, *ibid.* c. "Startling Statements," EQUALS, Lawrence Hall of Science, Berkeley, Calif., December 1977, p. 1.
3. "Test Your Knowledge About Working Women", Working Women, National Association of Office Workers, Cleveland, Ohio. Oct. 1980. p. 1.

EDUCATION IN A TIME OF TRANSITION *

FF = Facing the Future: Education and Equity for Females and Males
Council of Chief State School Officers, Resource Center on Sex Equity, and
National Association of State Boards of Education, Washington, D.C. 1980.
DOL = U.S. Department of Labor, BLS = Bureau of Labor Statistics

Women in High School

1. FF, p. 15 citing a ft. nt. 40, U.S. Department of Health, Education and Welfare, Bureau of Occupational and Adult Education, Summary Data Vocational Education, Program Year, 1978.
2. FF *ibid.* b) U.S. DOL, BLS, Bulletin 2080, Perspectives on Working Women, a Databook, 1980, p. 59.
3. FF p. 15, *ibid.*
4. U.S. DOL, BLS Employment Data for Detailed Occupations, 1977. The other 15 occupations are: Sales Clerks, Bookkeepers, Cashiers, Receptionists, Secretaries, Typists, File Clerks, Sewers and Stitchers, Cleaning Service Workers, Waitresses, Health Services Personnel, Private Household Workers, Telephone Operators, Personal Service Workers, Food Service Workers.

For the positions of cleaning services, waitresses and private household workers, no training is required. The rest can be trained for in voc ed.

Women in College

1. FF p. 15, ft. nt. 39 National Science Foundation, Directorate for Science Education, Science Education Databook, (Washington, D.C.: National Science Foundation, n.d.).
2. FF *ibid*

*From PEER - Project on Equal Education Rights

3. a. Digest of Education Statistics 1979, National Center for Education Statistics, U.S. Department of Health Education and Welfare page .
 b. Joyce Slaton Mitchell, I Can Be Anything. (Bantam Books, New York, 1978) p. 114. c. FF, p. 10, ft. nt. 13 U.S. DOL, Women's Bureau 20 Facts on Women Workers, August, 1979.

Women as Educators

1. a. Mitchell, op. cit. p. 114. b. FF p. 19, ft. nt. 57 American Association of School Administrators, Project Aware, Vol. 1, No. 1, February 1980.
2. Back-to-School Line-Up. Project on Equal Education Rights, Washington, D.C. Sept. 1979.
3. FF ibid #1 above

WOMEN AT WORK *

DOL = Department of Labor (WB = Women's Bureau) (BLS = Bureau Labor Statistics)
 FF = Facing the Future, Council of Chief State School Officers Resource Center on Sex Equity and National Association of State Boards of Education, Washington, D.C. 1980.

Who Works?

1. FF p. 9 ftnt 7 USDOL, BLS, Women in the Labor Force: Some New Data X Series, 1979, p. 1
2. a. ibid. b. "Labor Force Projections to 1990: Three Possible Paths," Monthly Labor Review, U.S. DOL, BLS, December 1978, pp. 25-35. As cited in "The Employment of Women: General Diagnosis of Development and Issues," U.S. DOL, WB, April, 1980, p. 35.
3. 20 Facts on Women Workers. U.S. DOL, WB. 1980. p. 1.
4. "Test Your Knowledge About Women Workers," Working Women, National Association of Office Workers, Cleveland, Ohio. October 1980, p. 1.
5. a. & b. USDOL, BLS Perspectives on Women Workers, a Databook bulletin 2080, October, 1980, p. 21

The Wage Gap

1. "The Earnings Gap Between Women and Men", U.S. DOL, WB. 1979, p. 1.
2. 20 Facts on Women Workers, U.S. DOL, WB. 1980, p. 1.
3. FF p. 10, ftnt, 13, US DOL WB, 20 Facts on Women Workers, August, 1979.

* From PEER - Project on Equal Education Rights

4. Elizabeth Waldman and Beverly McEaddy, "Where Women Work--An Analysis of Industry and Occupations," Monthly Labor Review, May, 1974. As cited in Increasing Sex Equity by the Institute for Women's Concerns for the National Advisory Council on Women's Educational Programs and the National Advisory Council on Vocational Education, Washington, D.C. December 1980, p. 2.
5. FF p. 10, ftnt 15 Margaret A. Berger, Litigation on Behalf of Women: A Review for the Ford Foundation (New York: Ford Foundation, 1980) p. 12
6. FF p. 10, ftnts 14 and 17 #14 US DOL BLS Women in the Labor Force: Some New Data Series, October 1979
#17 US DOL BLS, Employment and Earnings, January, 1980
7. "The Earnings Gap Between Women and Men", op. cit., p. 8.
8. Testimony before the Senate Labor and Human Resources Committee, January, 1981, given by Carol Grossman, President, Women's Equity Action League, as reported in WEAL Washington Report, March 1981, p. 3.

VALUES VOTING

AGREE, DISAGREE, NOT SURE

1. Women should do all the housework, even if they have a job outside the home.
2. Men are not good at caring for children.
3. Household chores should be equally shared by husband and wife.
4. Children need a mother at home to raise them.
5. If a woman works outside the home, she's not caring for her children properly.
6. Men should never cry; it shows weakness, and it's not masculine.
7. Girls shouldn't play "boys'" games.
8. Men don't need to be sensitive and kind.
9. Women are less responsible than men.
10. P.E. should be co-ed (boys and girls mixed).
11. Women shouldn't be athletic; it's not feminine.
12. All men and women should get married and have kids.
13. Women are too emotional.
14. Boys should get more education than girls.
15. Women make good political leaders. (senator, representative, etc.)
16. I would vote for a woman for president if she were the best candidate.
17. No girl should ever be allowed on a boys' sports team.
18. Schools should be required to spend an equal amount of money on boys' and girls' sports.
19. Women should be required to register for the draft.
20. Fathers should take a more active role in fatherhood (caring for and playing with the child).

INCLUSIVE LANGUAGE

Using he/she or his/her is an example of inclusive language. That means women are included instead of using only he or his. Many job titles with "man" or "men", as well as words that have a special "ess" ending for women have been changed and made into inclusive words not references to one sex or the other.

Below is a list of words, mostly job titles. Try to think of a new word that is inclusive. Think of what the person does when creating a new title or word.

Example: fireman - - firefighter

1. policeman
2. chairman
3. mailman
4. mankind
5. manmade
6. spokesman
7. middleman
8. waiter/waitress
9. salesgirl
10. boxboy
11. congressman
12. man (as in "Who will man the station?")
13. manhours
14. craftsman
15. businessman
16. layman
17. manhood/womanhood
18. two-man tent
19. steward/stewardess
20. old wives' tales
21. manpower
22. foreman
23. repairman
24. cameraman
25. weatherman

SEXISM IN LANGUAGE: DISCUSSION QUESTIONS*

1. What assumptions are made by such statements as "the farmer moved his family westward", or "The pioneer had a hard life. He had to get up early and work long hours"?
2. What mental picture do we have when we read or hear "early man"?
3. How does the use of male words to describe all people (like "mankind") affect our views of women and their contributions?
4. What's wrong with terms like "lady doctor", "woman engineer", "male nurse"?

Rewrite the following sentences to make them nonstereotyped.

5. The works of Zindel, Stevens, and Miss Blume were widely read.
6. Galileo was the astronomer who discovered the moons of Jupiter; Marie Curie was the beautiful chemist who discovered radium.
7. In New England, the typical farm was so small the owner and his sons could take care of it by themselves.
8. The candidates were Bryon Wilson, a strong supporter of busing, and Florence Green, a pert, blond mother of five.
9. I now pronounce you man and wife.
10. Each student will turn in his exam at the end of the hour.

**From A Curriculum Guide to Women's Studies - Eileen Abrams*

STEREOTYPES: IMAGES FROM T.V.*

Watch 3 to 5 T.V. shows and answer the following questions for 3 of them. Identify each program with a number and refer to each by number in the questions.

T.V. programs watched:

- 1.
- 2.
- 3.

1. Who are the main characters in the show?
2. What types of clothes do the girls/women wear? boys/men?
3. What kinds of things happen to the girls/women? boys/men?
4. Describe the personality and behavior of the main girl/woman (intelligent, silly, strange, responsible, etc.) Use at least four descriptive words. Do the same for the main boy/man.
5. What jobs do the girls/women have? boys/men?
6. Now, think about the images of men and women that T.V. projects. Fill in the following blanks:

T.V. tells us that to be male is or means:

- 1.
- 2.
- 3.
- 4.
- 5.

T.V. tells that to be female is or means:

- 1.
- 2.
- 3.
- 4.
- 5.

7. Is this the same or different from what you think it means to be male/female? Tell how and /or why in 4 to 7 sentences.

**Adapted from "Nonsexist Curricular Materials" - Laurie Olsen*

STEREOTYPES: IMAGES IN ADVERTISING

Watch at least 10 commercials and answer the following questions for five of them. Make a chart for your answers.

1. What is being sold?
2. Who needs the product?
3. Who is shown using the product?
4. What are women shown doing or worried about?
5. What are men shown doing or worried about?
6. What time of day was the commercial on?

Answer these questions.

1. Name 10 products women are shown using or needing.
2. Name 10 products men are shown using or needing.
3. How many of the products women are shown using could a man use too?
4. How many of the products men are shown using could a woman use too?
5. To whom are most commercials aimed during the day?
Why? What is the assumption made by advertisers?
6. How many commercials (out of 10) featured minority people?

* THE EQUAL RIGHTS AMENDMENT

SECTION 1: Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.

SECTION 2: The Congress shall have the power to enforce, by appropriate legislation, the provisions of this Article.

SECTION 3: This Amendment shall take effect two years after the date of ratification.

- ASSIGNMENT:
1. Ask 10 people (at least 5 of whom are adults) if they believe that equal rights for all people should be guaranteed by the government. Record the responses.
 2. Ask 10 other people (at least 5 of whom are adults) if they are in favor of, or oppose ERA. Record these responses. Read the amendment to those who were opposed, then ask if they still oppose it. Record any new votes.
 3. In one paragraph, discuss your findings and what you learned from the exercise.

**ERA did not pass. By June 1982 this amendment still needed to be ratified by three more states. At this time, it appears that another attempt will be made in the near future to pass this or a similar amendment concerning equal rights. 9/82*

42.

QUOTES FOR DISCUSSION

1. "Nature intended women to be our slaves...They belong to us...
What a mad idea to demand equality for women!...Women are nothing
but machines for producing children."
-Napoleon Bonaparte
2. "If particular care and attention are not paid to the ladies, we
are determined to foment a rebellion and will not hold ourselves
bound to obey any laws in which we have no voice or representation."
-Abigail Adams 1776
3. "Our good ladies are too wise to wrinkle their heads with politics...
They have the good sense to value domestic happiness."
-Thomas Jefferson
4. "Men and women were created equal; they are both moral and accountable
beings, and whatever is right for man to do, is right for woman."
-Sarah M. Grimke
5. "A woman is nobody, a wife is everything."
-Anonymous
6. "It's a man's world - woman's place is in the home."
-Anonymous
7. "No matter what your fight, don't be ladylike!"
-Mother Mary Jones
8. "I do not refer to myself as a 'housewife' for the reason that I
did not marry a house."
-Wilma Scott Heide
9. "Pray to God-SHE will help you."
-Susan B. Anthony
-Elizabeth C. Stanton
10. "A man is, in general, better pleased when he has a good dinner
than when his wife talks Greek."
-Samuel Johnson
11. "Women are made to be loved, not to be understood."
-Wilde
12. "Equality of rights under the law shall not be denied or abridged by
the United States or by any state on account of sex..."
-proposed Equal Rights Amendment